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## SEMESTER REORGANIZATION AND PROGRAM- MAKING IN THE CENTRAL HIGH SCHOOL OF ST. PAUL, MINNESOTA

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In the September, 1917, number of the *School Review* there appeared an interesting article entitled "Scientific Program-Making in the Central High School, Grand Rapids, Michigan," by Miss Alice James, assistant principal of the school. Since conditions in American high schools differ very widely, both with regard to physical equipment (large study-rooms, etc.) and with reference to the organization of the teaching force (heads of departments, etc.), many schools may be interested in a plan which has been worked out amid conditions very different from those at Grand Rapids. In addition to the contrast in conditions this plan offers another contrast to the Grand Rapids plan in the fact that a large part of the work of reorganizing the school for a new semester is done by the pupils themselves.

The important features of the plan may briefly be summed up as follows:

1. The time needed for reorganization for a new semester is reduced to a minimum; classes are held on the first day of the new term and are disturbed very little by slight readjustments during the first few days.
2. The heavy work of reorganization is divided among many teachers and students, so that no one is unduly burdened by it. The time devoted to the work by individual teachers rarely exceeds four hours, and in most cases is even less.
3. One of the things very much needed by American high-school pupils is training in an initiative that is based upon careful consideration of consequences; this involves a sense of responsibility, and therefore as much responsibility as possible is placed upon students (*a*) in planning their entire high-school course, and

(b) in making their own semester program correctly. All of this, of course, is under final supervision of teachers.

4. Almost two-thirds of the entire work is done by students, for whom insight into so practical though intricate a system cannot fail to be of value.

5. It furnishes recognition of good work, since pupils who pass in all subjects have the privilege of making their own semester programs, i.e., of choosing their own teachers and the arrangement of periods.

6. During the various stages of its progress the entire system is centralized on two tally sheets (to be described later), one for classes and one for study-periods; these form the basis of control and at all times show the exact size of classes.

The limitation of the physical equipment upon which our organization is based may not be common in large high schools, but undoubtedly there are other schools that are limited at least in a similar way. Our teaching force consists of principal, assistant principal, and seventy-two teachers; we have no permanent heads of departments, but the various departments elect chairmen from their own number for a semester or more. These chairmen of departments do not receive a larger salary than the other teachers and are required to teach the same number of periods per day, consequently they cannot well be burdened with the administrative work that is usually done by permanent heads of departments. Our total enrolment is almost two thousand, with an attendance at any one time of about seventeen hundred and fifty pupils. The equipment consists of sixty-two rooms which accommodate from twenty-five to thirty-five pupils each (this, however, includes the art, domestic-science, and manual-training rooms, also the science laboratories); one music-room, seating seventy-five pupils; one library, seating about ninety pupils. The assembly hall, seating twelve hundred and fifty, is built in the form of a theater, with stage and sloping floor, and cannot be used as a study-room. It is, moreover, much used for rehearsals of all kinds. Thus there are only two rooms seating more than thirty-five pupils, and of these two rooms, one, the music-room, can be used for study purposes for only one period a day; the other, the library, being used

as a lunchroom for two periods during the day, can be used as a study-room for only five periods.

Under these circumstances the problem in program-making is not only to assign all pupils to classes and to keep these classes well balanced, but also to seat at each period from two hundred to seven hundred study pupils who have no recitation at that period. In the absence of a study-hall these pupils have to be distributed in small groups in the regular recitation rooms, in most of which a recitation is going on. The following plan seems to have met these difficulties successfully; for the convenience of any who might wish to try it, either as a whole or in part, I have divided it into two sections and have numbered the steps in each section.

SECTION I

1. The teacher with whom a pupil recites at the first period in the morning is called the pupil's enrolment teacher. This teacher keeps a record of the pupil's attendance as well as of the progress made in his studies, and supervises his choice of studies. For each pupil enrolled this teacher has not only a copy of the pupil's current program but also a card which contains various data concerning the pupil, including the course of study pursued, the vocation that the pupil intends to follow, and the number and kind of credits made up to date.

Central High School  
Study Program for Next Semester

Pupil.....Parent.....  
Residence.....'Phone.....

Period	Grade	Subjects	Grade	Subjects	Per.	Room
1						
2						
3						
4						
5						
6						

Date.....191.. Approved by Principal.....

2. About five weeks before the end of the term all pupils fill out the following card, giving on the left side their current program and on the right side the subjects to be taken the next term.

3. With the material mentioned in paragraph 1 at hand, the enrolment teachers check over these cards to make sure that each pupil is choosing the right subjects. Since each teacher has not more than thirty-five pupils, this need not take very much time. On a blank the teachers give the number of pupils enrolling for each subject. These numbers handed in by the individual teachers are summarized on a single blank in the office. Following is a section of this blank.

Algebra	1.....	Express.	1.....	History	1.....	Model.	.....
	2.....		2.....		2.....	Mus.Appr.	.....
(Higher)	3.....		3-4.....		3.....	Physics	2.....
Arith.	1.....	Forge	.....	(Eng.)	4.....	Physiog.	1.....
	2.....	Fr. Dr.	1.....	(Amer.)	5.....		2.....
Biology	1.....		2.....	(Civics)	6.....	Sewing	1.....
	2.....		3.....	(Econ.)	7.....		2.....
Bkpg.	1.....		4.....	Ind. Hist.	8.....	Adv.	.....
	2.....	Adv.	.....			Spanish	.....
						Sp. and Pnl.	.....
	3-4.....	French	1.....	Ind. Cab. M.	.....		2.....

4. Using these numbers as a basis and making due allowance for failures and new students, the assistant principal, in consultation with the principal, works out the program of classes for the next term. Herewith are a section of the program and a section of the alphabetical index of the program.

5. About three weeks before the end of the term several copies of the program and its index, of a directory of teachers, and of detailed directions are sent to each room. On an appointed day

#### PROGRAM OF CLASSES FOR JANUARY, 1918

Room No.	I	II	III	IV	V	VI	VII
39.....	Lat. 6	Lat. 2	Lat. 2	.....	Lat. 4	Lat. 1	.....
40.....	Hist. 8	Hist. 7	Hist. 8	.....	Hist. 7	Hist. 8	.....
41.....	Trig.	.....	Geom. 2	Geom. 1	Alg. 3	Geom. 2	.....
42.....	Fr. 1	Fr. 2	Fr. 5-6	.....	Fr. 7-8	.....	Fr. 2
43.....	Eng. 7	.....	Eng. 8	Eng. 7	Eng. 8	Eng. 2	.....
44.....	Eng. 8	Eng. 2	.....	Eng. 8	Eng. 7	.....	Eng. 8
55.....	Phys. 2	.....	Phys. 2	Phys. 2	Phys. 2	.....	.....
56.....	Chem. 2	.....	Chem. 2	Chem. 2	Chem. 2	.....	.....
57.....	Eng. 3	.....	Eng. 4	Eng. 4	Eng. 1	.....	Eng. 1
58.....	Eng. 1	.....	Eng. 1	.....	Eng. 4	Hist. 1	Eng. 4

INDEX OF THE PROGRAM FOR JANUARY, 1918

Subject	I	II	III	IV	V	VI	VII	Subject	I	II	III	IV	V	VI	VII
Alg. 1.....	{34	34	62	32	102	95	32	Ger. 5.....	74	...	...	...	...	...	...
	62	102	...	...	...	...	102	6-8.....	...	...	36	...	...	...	...
2.....	{32	62	95	95	32	34	62	Gl. Clb.....	...	88	...	...	...	...	...
	63	...	102	102	...	63	...	Gym 1.....	...	...	...	5B	5G	...	...
3.....	...	...	...	41	...	...	...	2.....	...	5G	5B	5B	...	...	5G
Arith. 1.....	{103	69	103	104	...	104	...	Hist. 1.....	{38	64	105	64	92	58	...
	...	104	...	...	...	...	...		90	90	...	...	...	...	...
2.....	{104	87	34	103	62	...	...	2.....	{37	...	37	105	90	90	92
	...	...	...	...	104	...	...		97	...	97	...	...	...	105
Biol. 1.....	91	...	91	...	...	...	...	3.....	...	105	...	97	105	97	64
2.....	...	...	...	91	91	91	...	4.....	64	38	90	38	...	64	97
Bkpg 1.....	...	67	...	...	...	69	...	5.....	31	...	...	...	...	...	...
2.....	...	69	...	67	...	...	...	6.....	...	31	31	...	38	...	38
3-4.....	...	...	...	...	...	67	...	7.....	...	40	...	...	40	31	31
Blg. Con.....	...	...	...	...	...	12	...	8.....	40	...	40	...	...	40	...

at the eighth period, which is a general consultation and study-period, all pupils who have had good monthly grades and are reasonably sure of passing in all subjects make their own programs for the next term, under supervision of their enrolment teacher. A manila card, ruled as follows, is used for this purpose. The




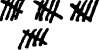










Central High School

Pupil's Program from						191	to	191
Name			Entered		Left		Home Room	
Parent			Age		Date Birth			
City Address					Previous School			
College or Business					Course of Study			
Occupation of Parent					Tel. No.			

Period	Mon.	Tues.	Wed.	Thurs.	Fri.	Grade	Subject	Teacher
1								
2								
3								
4								
5								
6								
7								
8								

teachers check these programs carefully and keep them until sent for from the office.

6. To regulate the size of classes these programs are now recorded in the office on a large tally sheet. This work is done in the course of the next week by pupils during their free periods, and is under the supervision of the assistant principal. The tally sheet is a large sheet (about  $22 \times 30$  inches) of Wenonah paper, such as is used by the mechanical-drawing department. It is fastened with thumb tacks on a large drawing-board, and is ruled by mechanical-drawing pupils into seven small spaces ( $2 \times \frac{5}{8}$  inches) for each teacher. In a corner of each space is entered in red ink the subject taught by the teacher at that period. The following is a small section of this tally sheet in miniature, with numbers of pupils entered in some of the classes.

	I	II	III	IV	V	VI	VII
28	 Eng. 2	 Eng. 1		 Eng. 6	 Eng. 6		 Eng. 8
20	 Exp. 3-4		 Exp. 1	 Exp. 1	 Exp. 2		
30	 Eng. 6		 Eng. 6	 Eng. 8		 Eng. 1	 Eng. 1
31	Hist. 5	Hist. 6	Hist. 6			Hist. 7	Hist. 7
32	Alg. 2	Geom. 1		Alg. 1	Alg. 2		Alg. 1
34	Alg. 1	Alg. 1		Arith. 2	Geom. 2	Alg. 2	
35	Eng. 6	Eng. 8	Eng. 7	Eng. 2		Eng. 6	

Two pupils work together on the tally sheet, one reading the programs, giving room, period, and subjects, and the other putting a mark in the proper space for each pupil put into the class. The

fifth mark is drawn across the first four so that one can note the size of each class at a glance. Programs are tallied in the order Seniors, Juniors, Sophomores, Freshmen, because in cases of conflicts and filled classes the lower-class programs are more easily adjusted. As a rule, however, classes fill up quite evenly, since in many subjects pupils go on with the same teachers, and little adjusting is necessary at this stage.

7. During the final examinations a number of teachers in their free periods add the study-rooms to the programs that have been tallied as above. The number put into each room at each period is tallied on another smaller sheet. Five or six pupils are put into each room in which there is a recitation, and about thirty pupils into the few rooms in which there is no recitation. All pupils are given at least one study-period in a room in which there is no recitation, and wherever possible a study-period with the teacher with whom they have English, mathematics, or history.

In this manner more than one-half of the pupils' programs are finished by the time the final examinations are over. These are arranged in small packs according to enrolment rooms and are kept in the vault so that any one program can be found in a moment. The remaining programs, those of pupils who failed in any subject, are now made by the enrolment teachers, during the last two or three days of the term, as follows:

## SECTION II

1. The final grades of all pupils are in the hands of their enrolment teachers by Wednesday morning of the last week of the term. At about noon of this day all pupils report in their enrolment rooms; here they receive their report cards, and those who failed in any subject consult with the teacher with regard to the subjects for the next term. In some cases this may mean a slight change on the card mentioned in paragraph 2 above, which is still in the hands of the teacher. This is the last opportunity for any changes on programs. Pupils do not report on Thursday and Friday of the last week.

2. The index of the program is now written on the blackboard of a recitation room near the office; classes that have reached the



limit in size (twenty-five or thirty pupils, according to subjects) are omitted from this index to prevent the addition of more pupils. From this index the sixty enrolment teachers, divided into about seven groups working consecutively, make the programs of the pupils who failed in any subject. They also check over, and in cases of unexpected failure correct, the programs of the pupils who expected to pass in all subjects. These groups of teachers work for about one and one-half hours each, beginning on Wednesday afternoon and continuing until Friday. Each teacher has only her own enrolment pupils to look after, and since over one-half of the programs are already made by pupils, there remain only ten or fifteen programs to be made by each teacher. These can usually be made within an hour. The first group consists of some fifteen teachers who have Senior programs to make; the remaining groups have Juniors, Sophomores, and Freshmen and are gradually reduced in size. While each group is at work two other teachers enter the programs, as soon as made, on the tally sheet described in paragraph 6 above. They carefully observe the increase of classes on the tally sheet, and as soon as a class reaches the limit of twenty-five or thirty they erase the number from the index on the board, and no more pupils are put into that class. Cases of difficult programs involving conflicts and filled classes are referred to the assistant principal, who is usually in the room.

3. As soon as program cards have been tallied they are passed on to an adjoining room. Here a list of available rooms for study has been written on the board according to periods, and several teachers add the study-rooms as described in paragraph 7 above. As soon as the number of seats available in each room is filled, the teacher in charge of the study tally sheet erases the number from the board.

4. As this work progresses the finished cards are stamped at the top with the date of the first day of the term, and at the bottom with the initials of the assistant principal. In this way pupils cannot be admitted to classes on the first days of the new term if their program has not been approved in the office. The finished programs are arranged in packs according to rooms, and are handed back to the teachers, who give them out to pupils on the first morn-

ing of the new term. Thus each pupil has a complete program and goes to all classes on the first morning.

5. At the last period of every day of the first week there is collected from every teacher a slip printed as follows:

**Central High School**

**Pupils in Classes**

Room.....

Date.....

Period	Subject	Boys	Girls	Total in Class	Study Pupils
I					
II					
III					
IV					
V					
VI					
VII					
VIII					
Total of Periods					
Total Enrolled					

Signed\_\_\_\_\_

These slips give the exact number of pupils in the respective rooms at each period of the day. From these the principals can see at a glance where readjustments are necessary. After these are made a final small tally sheet is prepared, which gives the number of pupils in all classes and also the number of pupils studying in each room.

6. During the second week all pupils take a white card, a duplicate of the card described in Section I, paragraph 5, to all periods, and have it filled out in ink. These cards are returned to the enrolment teacher, who makes sure that there is a card for each pupil,

and then hands them in at the office. Here they are arranged in alphabetical order and are used throughout the term as a card index of all pupils for every period of every day of the week. The pupil's first program (see Section I, paragraph 5) remains in the hands of the enrolment teacher.

With regard to the Freshmen who enter from the grades, there remains to be added that about three weeks before the end of the term all pupils of Grade VIII A, with their teachers, assemble on an appointed afternoon in a down-town school. Here the various high-school principals meet their prospective students, explain the courses of study, and give each student a copy of the course of study and one of the cards described in Section I, paragraph 2. After consulting with their parents and their grade-school principals or teachers, the pupils fill out these cards, and they are sent to us directly from the grade schools. A group of our teachers then makes complete programs from these cards, and during the process enters them on the large tally sheet. These Freshmen cards are finished during the second-last week of the term.

At the first reading this plan may seem complicated and cumbersome, but when one considers that the plan reduces in amount and performs in an orderly, comfortable manner the work that without some such plan has to be done amid great confusion during the first weeks of a new term, and especially that recitations are not disturbed after the first day, one realizes that it will amply repay any extra effort that its introduction may necessitate.